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ABSTRACT

June 1975 marks the end of the fourth year of court-ordered busing for desegregation of the Pontiac Public schools. At the end of each year of busing, a survey of parents of students in the affected grades is conducted with the purpose of assessing parental attitudes about the busing plan, their perceptions of their children's education, and for measuring the conduct with the schools. This study presents trend data for comparisons across four years, and because it is a re-contact survey, it also looks at changing attitudes of individual parents between the school years 1973-74 and 1974-75. Additionally, this study poses some new questions to parents which are not asked in previous studies. Major findings include the following: Parent support of and opposition to busing has remained very stable over the entire four years with a great difference between white and black parents. White parents think the schools were better for children five years ago than they are today, while black parents think they are better now. Parents of both races think the schools will be better five years hence than they are now. There is positive satisfaction among both white and black parents with overall education offered by the schools with quality of teaching and ability of teachers to work with students of all races. (Author/AM)

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MARKET OPINION RESEARCH

ED120331

PARENT ATTITUDES IN THE PONTIAC, MICHIGAN SCHOOL DISTRICT TOWARD THE PUBLIC SCHOOLS AND DESEGREGATION BY BUSING

WAVE IV

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FOREWORD

Background

It is four years since the summer of 1971 when the federal courts ordered the school district of the City of Pontiac, Michigan to bus students in grades 1-9 in order to desegregate the public schools. The academic year 1974-1975 was the fourth in which Pontiac did so, giving it the oldest history of busing for desegregation in the Northern United States.

After the court order, some white families immediately left the district. White departure from the district stabilized after the first year of busing for desegregation though a pattern persists in which white proportions of students drop 1%-2% every year with a corresponding rise in proportions of blacks and Latinos (Mexican-American, Puerto Rican or other Spanish-background). Prior to busing, enrollment was 63% white and 27% minority. Today it is 53% white and 37% minority, a change of 10% over a five year period. However, half of this shift took place when busing for desegregation was initiated.

Enrollment by racial/ethnic group (Official 4th Friday of September count.)

	White	Black	Latino
1970-71 (before busing)	62.9	32.7	4.4
1971-72	57.7	37.3	5.0
1972-73	56.7	38.0	5.3
1973-74	54.6	39.4	6.0
1974-75	52.7	41.1	6.0

At the end of each year of busing, the Pontiac Public Schools have had Market Opinion Research of Detroit conduct a survey of parents of students in the affected grades to assess their attitudes about the busing plan, their perceptions of education of their children, and to measure their contact with the schools. Each year interviews with parents have been done in May and early June and this year's study follows that pattern.

Study Design

The spring 1972, 1973 and 1974 surveys were based on interviews with similar samples of 450-500 parents, selected randomly from the parents of students enrolled in Grades 1-9 of the Pontiac Public Schools. This year's survey (1975) departs from that format. Instead it is a recontact survey with those parents who were interviewed last year. Results are based on interviews with 230 of the 451 parents interviewed last year.

Attempts were made to re-contact every parent interviewed last year until over 50% had been interviewed. Approximately 10% of parents had moved from the addresses which were the most current ones available to the school district. A comparison of the demographics of the original sample of 451 and the re-interviewed group of 230 is shown as Appendix I. Demographics of mother's and father's education level, occupation of head of household and sex are similar. A slightly higher proportion of whites and lower proportion of blacks were able to be reached for the re-contact interview. Latino proportions are similar. A lower proportion of fathers are employed this year. Pontiac has a currently high unemployment level and this is a true

difference in the situation of male parents compared to last year (female parents are employed at same levels as last year).

In each year, parents (or guardians) were interviewed at-home by professional interviewers of the same race as the respondent (race was known because the schools have ethnic identification of students). Interviews lasted approximately 45 minutes.

This study presents trend data for comparisons across four years. However, because it is a re-contact survey, it also looks at changing attitudes of individual parents between the school years 1973-74 and 1974-75. Additionally, the study poses some new questions to parents which were not asked in previous studies.

Sampling Error

Any survey has some measurement error, the difference in answers reported by the sample interviewed compared to what would have been obtained if a parent of every student in Grades 1-9 in the Pontiac Public Schools had been interviewed. Sampling error for the 1975 subsample of 230 parents is ±6.5%, but for the original 1974 sample of 451 parents was ±4.7% at the 95% confidence level. (This confidence level means that if 100 samples had been drawn from the 1974 population of parents, in 95 out of 100 of these the answer to a particular question given by the sample would have been within this error range of the true value in the population.)

More important than overall sampling error in this study, however, is whether differences in attitudes and opinions expressed this year and last year are real differences, not just errors of measurement. Throughout this study, wherever differences are discussed, a statistical t-test of difference between average ratings has been computed and a footnote tells whether the difference shown is meaningful, not just within the range of possible error.

SUMMARY

June 1975 marks the end of the fourth year of court-ordered busing for desegregation of the Pontiac Public Schools. At the end of each year a representative sample of parents of students in the involved grades (Grades 1-9) have been interviewed to assess their attitudes toward the desegregation plan and towards the schools generally. The 1972-74 samples were drawn separately but similarly each year. The 1975 survey is a re-interview of parents interviewed in 1974.

Key findings on desegregation by busing:

* Parent support of and opposition to busing has remained very stable over the entire four years, with a great difference between white and black parents:
    * Seven out of ten black parents have favored desegregation by busing since the end of the first year, although at the start of the court-ordered plan they were split as to whether they favored or opposed it.
    * Three-fourths of white parents oppose the plan and this proportion has been constant throughout the experience.
* There has been a 10% drop in white proportions in the schools enrollment since the year prior to busing (1970-71) and the current year (1974-75). However, half of this drop occurred the initial year of busing. In the past several years, the drop has been 1%-2% per year.
    * 1970-71 proportions: 63% white/33% black/4% Latino
    * 1974-75 proportions: 53% white/41% black/6% Latino

* Despite white opposition to desegregation by busing the preference for schools integrated 50:50% is in the majority:
    * 53% among whites
    * 87% among blacks
    * Only 21% of white parents prefer all-white schools; only 3% of black parents prefer all-black schools.
    * The majority of parents are demonstrating a preference for a racial mixture similar to that in the Pontiac Public Schools today.
* White parents' estimates of the racial mix their children would prefer in school are comparable to their own. One-quarter of black parents perceive their children would prefer all-black schools, although only a few of these parents would choose for them to attend all-black schools.
* Attitudes about the direct and indirect effects of busing changed among whites between the end of the first and second year of busing from negative to less negative or neutral positions. These attitudes have remained stable from the end of the second to the end of the fourth year. The same attitudes among blacks have been positive and stable throughout the four years. The key finding is that black and white parents hold distinctly different opinions. Specific attitudes are shown by agreement/disagreement that:

    <u>Race relations in the Pontiac schools have improved this year</u>

    Whites disagreed 1972, neutral position 1973-75.
    Blacks agreed 1972-75.

    <u>Students are happier this year than last</u>

    Whites disagree 1972, neutral to slightly negative 1973-75.
    Blacks agreed 1972-75, but most positive in 1973.

    <u>Busing has helped students get to know those of different races better</u>

    Whites took neutral position 1972-75.
    Blacks agreed 1972-75.

The people I know worry about children being bused out of their neighborhoods

Whites agreed 1972-75.
Blacks slight agreement 1972, mild disagreement 1973-75.

Some schools are not safe for students

Whites agreed 1972-75
Blacks took neutral position 1972-75

My child is afraid of other students at his school

Not asked 1972
Whites took neutral position 1973-75
Blacks disagreed 1973-75

Black students get preferred treatment in the schools

Whites mildly agreed 1972-75
Blacks disagreed 1972-75

White students get preferred treatment in the schools

Whites disagreed 1972-75
Blacks took neutral position, but this neutral position shifted from slight agreement in 1972 to slight disagreement 1973-75.

When schools are desegregated, the test scores of white students go down

Not asked 1972 and 1973
Whites took neutral position 1974-75
Blacks disagreed 1974-75

Other attitudinal questions are new this year and not trended for four years. Essentially these demonstrate that:

White parents do not think the busing plan for desegregation has helped education, though they are split as to whether it has hurt it or lowered standards. They do think busing has increased fighting between students and not improved Pontiac as a community.

Black parents think the busing plan has enhanced education both for their own children and for all students. To them it has made Pontiac a better community. They do not think busing increases fighting among students.

Perceptions of education in the Pontiac Public Schools

* White parents think the schools were better for children 5 years ago than they are today while black parents think they are better now. This is consistent with the attitudes each group holds of the effects of busing for desegregation on education.

* Parents of both races think the schools will be better for children 5 years hence than they are now. Black parents think they will be better then than they were, but white parents don't think they'll measure up to what they were 5 years ago.

* There is positive satisfaction among both white and black parents with overall education offered by the schools, with quality of teaching and ability of teachers to work with students of all races. Over the four year period, however, these satisfaction ratings -- though remaining positive -- have tended to show a small downward trend.

* White and black parents rate the behavior of students negatively. White parents give more negative ratings than blacks do. Ratings have dropped from positive to negative over the four year period of study.

* White parents rate the discipline policy of the schools negatively while blacks rate it neutrally. Again, ratings have dropped across the four year time span.

* Parents are highly satisfied with management of schools by principals. This was not measured in previous surveys.

* Parents are highly satisfied with the treatment they as parents receive from teachers. This was not measured in previous surveys.

* Forty-five percent (45%) of white parents and 59% of black parents say their oldest child's experience in the Pontiac schools has overall been a "good" experience. Eighteen percent (18%) of white parents and 8% of black parents say the experience has been "bad."

* Eight-five percent (85%) of parents -- similar proportions of whites and blacks want their children to attend college and 60% of white parents and 78% of black parents say they will be able to do so. This expectation is unrealistically high when compared with the post-high school experience of recent high school graduates.

Information sources about the schools

* The major source of parent information about the schools is their own children. School newsletters are the second main source. Following in order are the Oakland Press, other adults, and notices from the schools.

* Over half of parents (47% of white parents; 74% of black parents and 80% of Latino parents) have been contacted by someone from their child's school during the 1974-75 academic year. Most of these contacts were made by teachers by telephone, but an appreciable number were made by principals and counselors. Most parents contacted found the conversations helpful to understanding how their child is doing in school.

* Ninety percent (90%) of parents have been to their youngest child's school one or more times during the academic year.

* Somewhat less than half of parents (43%) feel they have any influence on decisions about the schools.

CHAPTER ONE: DESEGREGATION BY BUSING

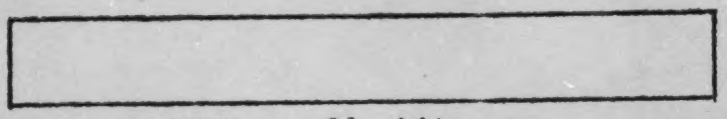
Integration of Schools

In a district in which school enrollment is currently 53% white, 41% black and 6% Latino, parents claim the schools they would choose for their children would be a 50:50 racial mix. Nine out of 10 black parents and half of white parents say the best school balance would be very close to the one they already have, as Figure 1 shows. The other half of white parents would prefer mostly white or all white schools.

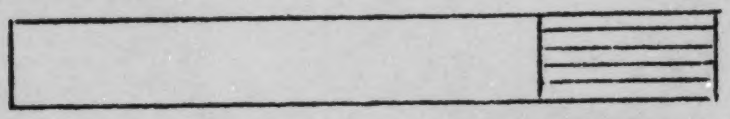
White parents think their children would make the same choices they do (See Figure 2). One-quarter of black parents, however, think their children would choose an all-black school though they don't prefer this for them as parents.

Figure 1

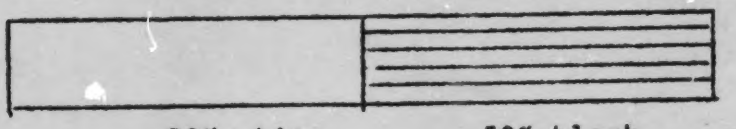
IF YOU HAD YOUR CHOICE, WHICH OF THE FOLLOWING SCHOOLS WOULD YOU LIKE YOUR CHILDREN TO ATTEND?



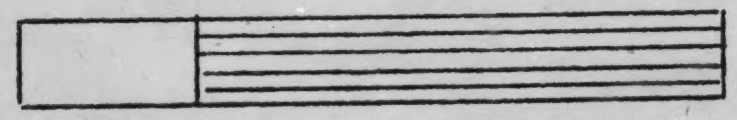
100% or all white



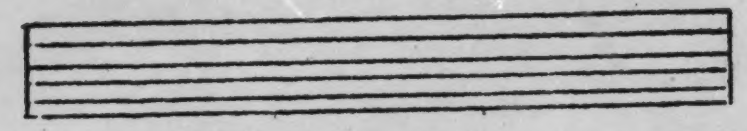
75% white 25% black



50% white 50% black



25% white 75% black



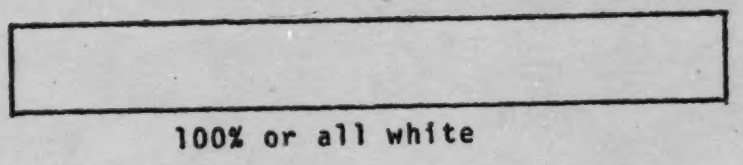
100% or all black

	White Parents		Black Parents	
	74	75*	74	75*
100% or all white	21%	16%	2%	2%
75% white 25% black	28	30	3	6
50% white 50% black	45	53	87	87
25% white 75% black	--	--	4	2
100% or all black	--	--	4	3
Not stated	6	1	--	3
	100%		100%	

*1975 sample is recontact of 230 of 451 in 1974 sample

Figure 2

IF YOUR CHILD (CHILDREN) HAD A CHOICE, WHICH OF THE FOLLOWING SCHOOLS WOULD HE/SHE (THEY) LIKE TO ATTEND?



	White Students*	Black Students*
100% or all white	23	--
75% white 25% black	26	2
50% white 50% black	48	68
25% white 75% black	--	5
100% or all black	--	25
Not stated	3	1
	100%	100%

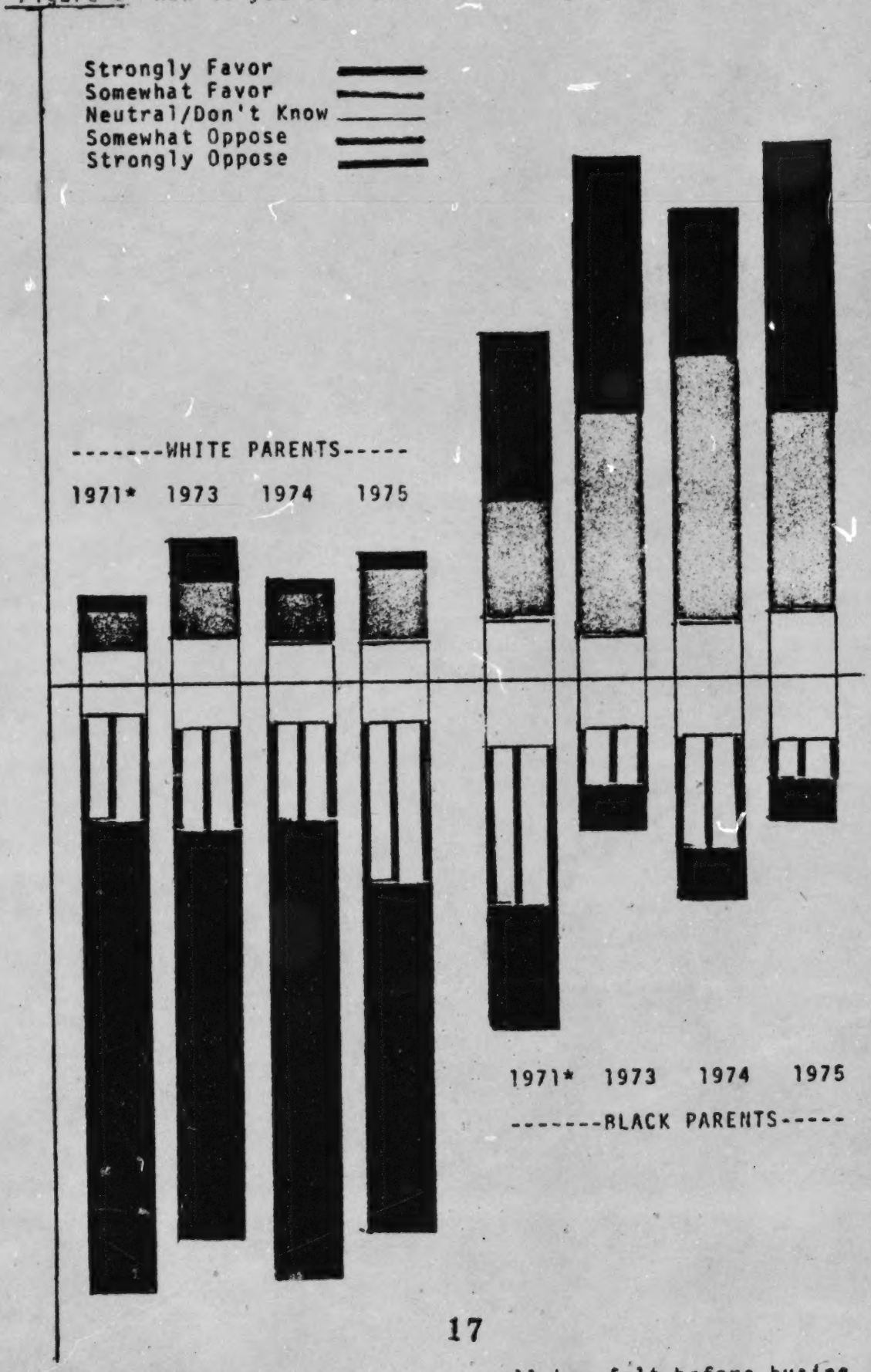
*This is parent's perceptions of student's choice

Busing for Desegregation

Although half of white parents state a preference for schools balanced 50:50 by race, their attitude toward desegregation by busing is strongly opposed. Three-fourths of white families have shown opposition to the busing plan during its duration, while only slightly over one-tenth of whites favor it.

Blacks have been just as consistent in favoring busing. Throughout, 60%-70% proportions of blacks have been in favor.

Figure 3 How do you feel about the desegregation plan using busing?



*Measure post-busing asking to recall how felt before busing

How do you feel about the desegregation plan using busing?

	TOTAL SAMPLE			WHITES			BLACKS			LATINOS**		
	1973	1974	1975*	1973	1974	1975*	1973	1974	1975*	1973	1974	1975*
Strongly favor	18.2%	10.0%	14.3%	4.4%	1.2%	2.1%	38.6%	22.0%	39.7%	11.1%	21.9%	15.0%
Somewhat favor	17.8	20.0	17.8	8.0	7.6	11.3	31.5	38.2	29.4	18.5	15.6	25.0
Total Favor	36.0	30.0	32.1	12.4	8.8	13.4	70.1	60.2	69.1	29.6	37.5	40.0
Neither Favor nor Oppose	12.8	11.5	11.7	13.8	10.4	10.6	11.7	12.1	17.6	11.1	15.6	--
Somewhat oppose	12.2	14.6	17.4	14.2	13.7	23.2	8.6	16.2	5.9	18.5	12.5	15.0
Strongly oppose	37.3	41.7	37.8	59.3	65.5	52.1	6.1	8.1	5.9	40.7	34.4	45.0
Total oppose	49.5	56.3	55.2	73.5	79.2	75.3	14.7	24.3	11.8	59.2	46.9	60.0
No response/Don't know	1.6	2.2	0.9	.4	1.6	0.7	3.6	3.5	1.5	--	--	--
TOTAL	99.9%	100%	99.9%	100.1%	100%	100%	100.1%	100.1%	101.3%	99.9%	100%	100%
BASE NUMBER	(499)	(451)	(230)	(275)	(249)	(142)	(197)	(173)	(68)	(27)	(32)	(20)

* 1975 sample is a recontact of 230 of 451 respondents in 1974

**Sample too small for analysis

Looking at the individual changes in attitudes between last year and this, the apparent increases in favor among blacks and whites and apparent decrease among Latinos are too small to be differences greater than measurement error.

How do you feel about the desegregation plan using busing?

Average individual change score 1974-75 of recontacted group (230) on 5-point scale (1=strongly oppose to 5=strongly favor)

	White	Black	Latino
1975	1.84%	3.84%	2.57%
1974	1.68	3.63	2.68
Difference	+.16	+.21	-.11

Differences are not significant at .05 level

How well the busing plan has worked this year

Whether or not they favor busing, one-third of whites, three-fourths of blacks and 40% of Latinos think the busing plan has worked well during the current 1974-75 school year. Another one-fourth of all racial groups of parents feel busing has worked "Okay." Three out of 10 whites, but very few blacks think it has been handled poorly. Individual opinion among the 230 re-interviewed, shows no change from last year.

How well do you think the busing plan has worked in the Pontiac schools this year?

	Total	Whites	Blacks	Latinos
Very well	18.7%	6.3%	47.1%	10.0%
Pretty well	25.2	25.4	23.5	30.0
Okay	27.8	29.6	23.5	30.0
I'm not sure	3.9	4.9	1.5	5.0
Poorly	13.5	19.0	1.5	15.0
Very poorly	10.9	14.8	2.9	10.0
	100.0%	100.0%	100.0%	100.0%
Base Number	(230)	(142)	(68)	(20)

Average individual change score 1974-75 of recontacted group (230) on 6-point scale (1=very poorly to 6=very well)

	White	Black	Latino
1975	3.46%	5.02%	3.91%
1974	3.19	4.88	3.70
	+.27%	+.14%	+.21%

Differences are not significant at .05 level

Effects of desegregation using busing

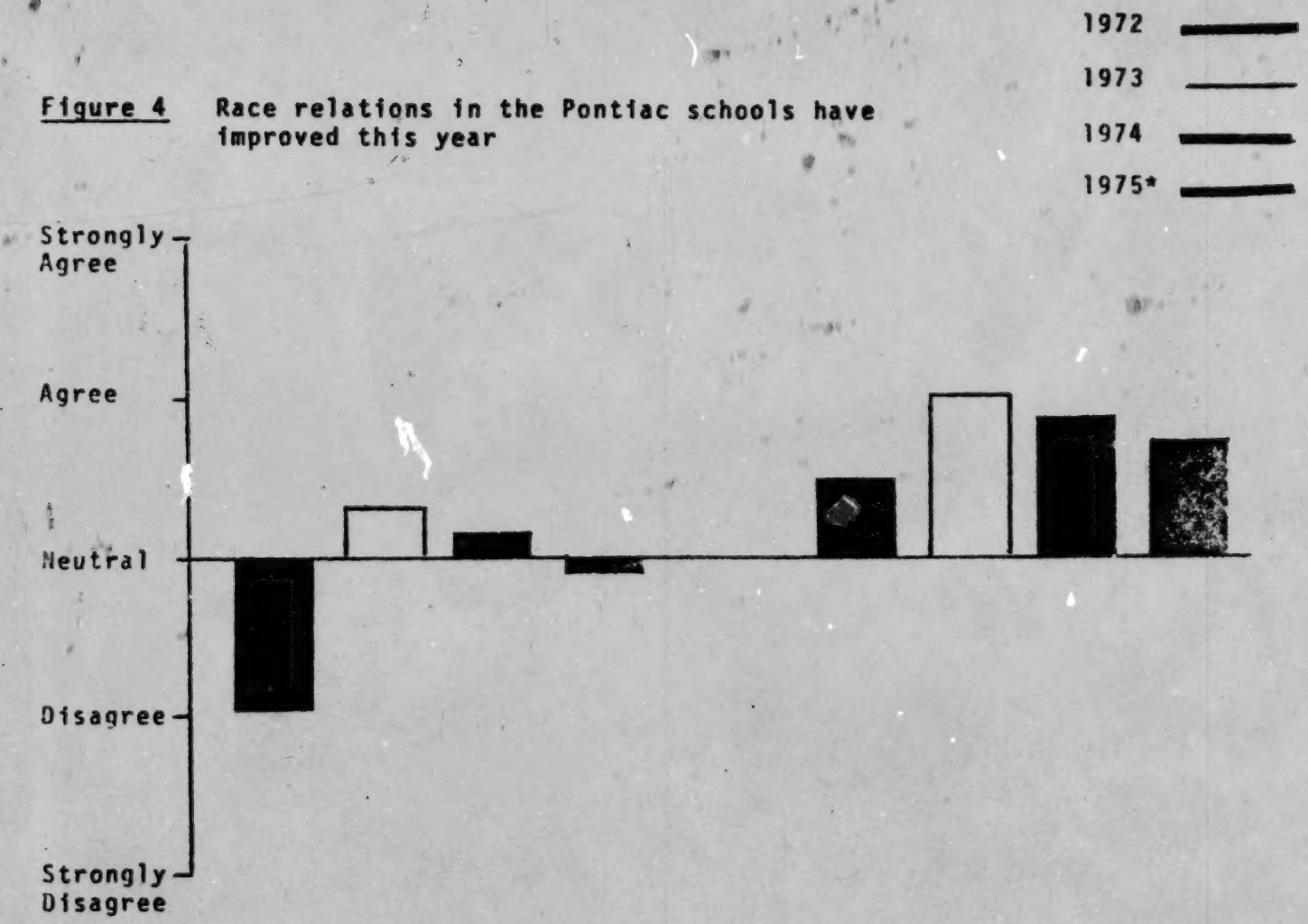
For the past four years, parents have been presented with a set of attitudinal statements about busing, its effect on race relations, school atmosphere and education. Their agreement and disagreement with these statements illustrates the difference between white and black attitudes more than attitudinal changes from year to year.

After the first year of busing, white parents perceived race relations in the schools improved, but their attitudes on improvements this year are very slightly negative. Blacks have been positive throughout. (Figure 4)

Whites also showed considerable change after the first year in perceiving students were happier in the second year than the first. In the third and fourth year they have been slightly negative on happiness comparisons with the year before. Blacks have been positive throughout. (Figure 5)

Other attitudes toward busing are apparent in looking at the bar charts (Figures 6-12) and tables which follow. In general, whites have been neutral or negative at approximately the same level throughout the four year period while blacks have been consistently positive.

Figure 4 Race relations in the Pontiac schools have improved this year



*1975 sample is a recontact of 1974 respondents (230 of 451 interviewed 1974)

RACE RELATIONS IN THE PONTIAC SCHOOLS HAVE IMPROVED THIS YEAR

	Total			Whites			Blacks		
	1973	1974	1975*	1973	1974	1975*	1973	1974	1975*
Strongly Agree	11.6%	7.1%	9.9%	5.9%	6.0%	9.5%	19.8%	7.5%	9.1%
Agree	54.9	58.4	45.5	50.9	49.1	35.8	62.6	74.5	63.6
Neither agree nor Disagree	13.9	12.3	14.4	16.4	14.1	11.7	10.7	9.3	21.2
Disagree	14.1	13.0	16.6	17.8	18.8	23.3	6.9	5.0	4.5
Strongly Disagree	5.4	9.2	13.4	8.9	12.0	19.7	-0-	3.7	1.5
Total	99.9%	100.0%	99.8%	99.9%	100.0%	100.0%	100.0%	100.0%	99.9%
Base Number	(481)	(423)	(222)	(269)	(234)	(137)	(187)	(161)	(66)

* 1975 sample is a recontact of 230 of 451 respondents in 1974

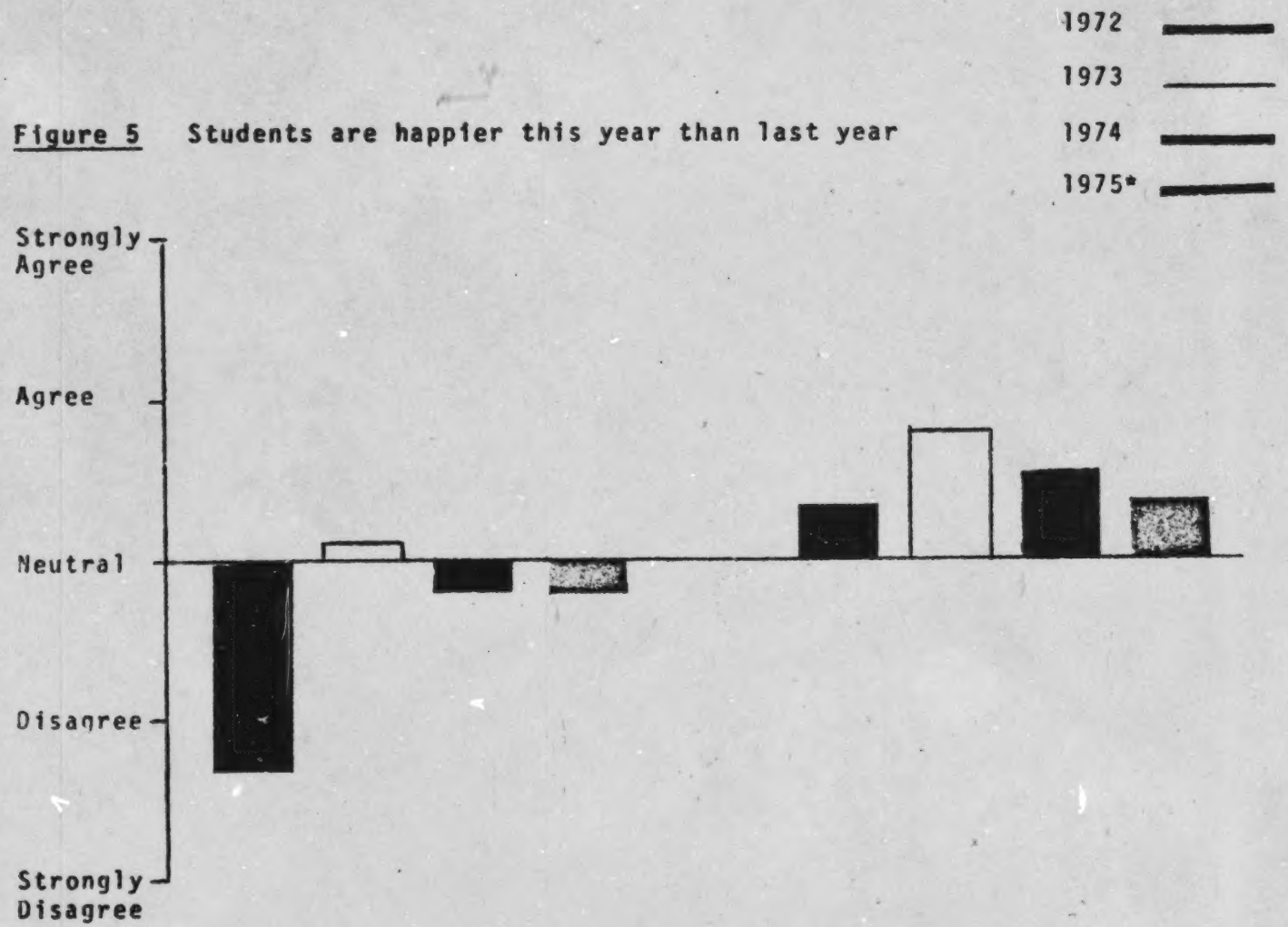


Figure 5 Students are happier this year than last year

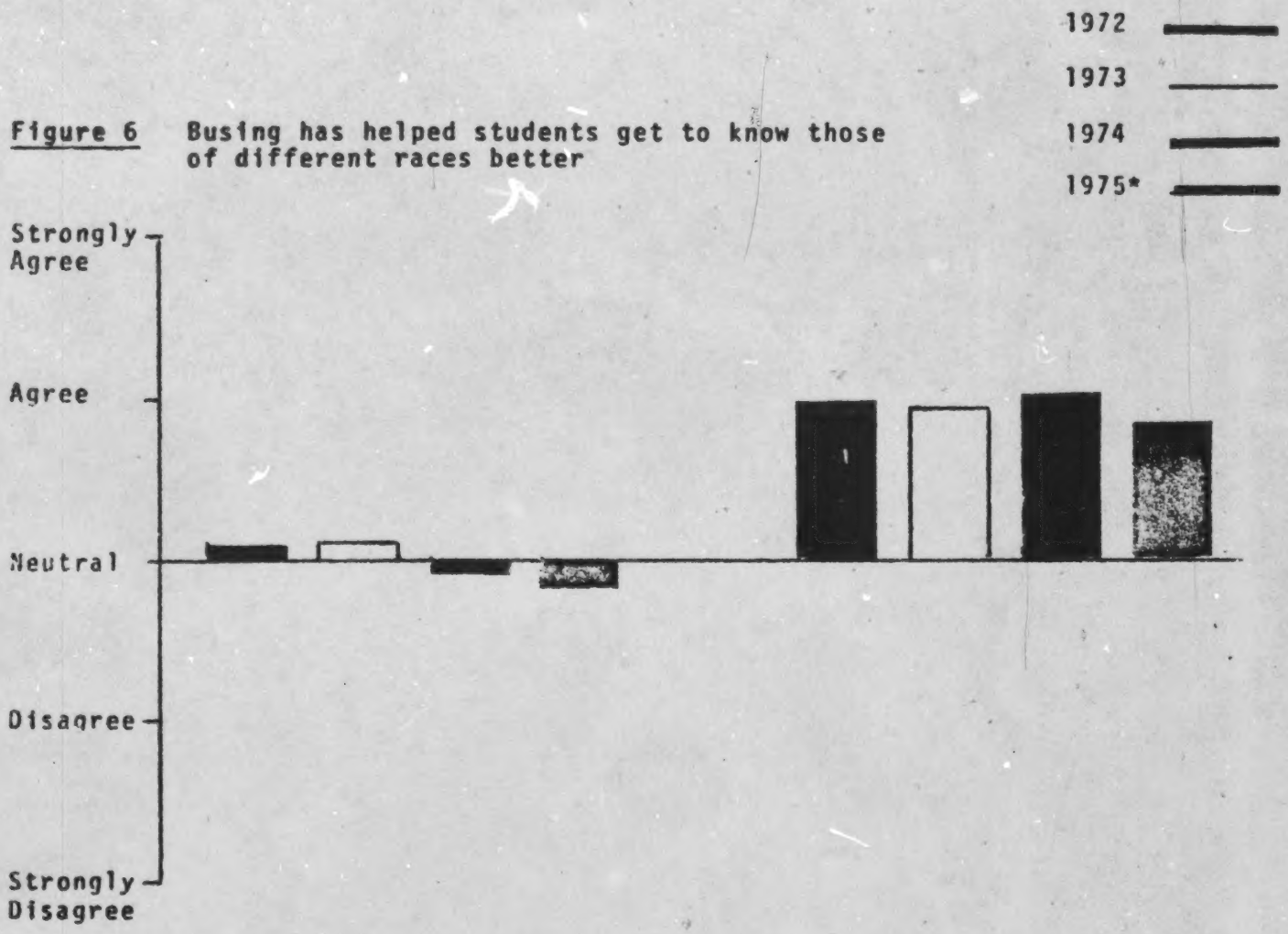
*1975 sample is a recontact of 1974 respondents (230 of 451 interviewed 1974)

STUDENTS ARE HAPPIER THIS YEAR THAN LAST YEAR

	Total			Whites			Blacks		
	1973	1974	1975*	1973	1974	1975*	1973	1974	1975*
Strongly Agree	10.0%	4.6%	4.0%	6.8%	3.9%	4.3%	14.3%	6.3%	1.6%
Agree	40.5	40.4	35.0	28.8	28.1	28.8	56.6	57.6	47.5
Neither agree nor Disagree	28.6	23.4	26.9	34.1	22.4	23.0	20.9	24.7	37.7
Disagree	14.4	22.9	22.7	19.3	32.5	28.1	7.1	8.9	9.8
Strongly Disagree	6.5	3.8	11.3	11.0	13.2	15.8	1.1	2.5	3.2
Total	100.1%	100.1%	99.9%	100.0%	100.1%	100.0%	100.0%	100.0%	99.8%
Base Number	(472)	(411)	(220)	(264)	(228)	(139)	(182)	(158)	(61)

* 1975 sample is a recontact of 230 of 451 respondents in 1974

Figure 6 Busing has helped students get to know those of different races better



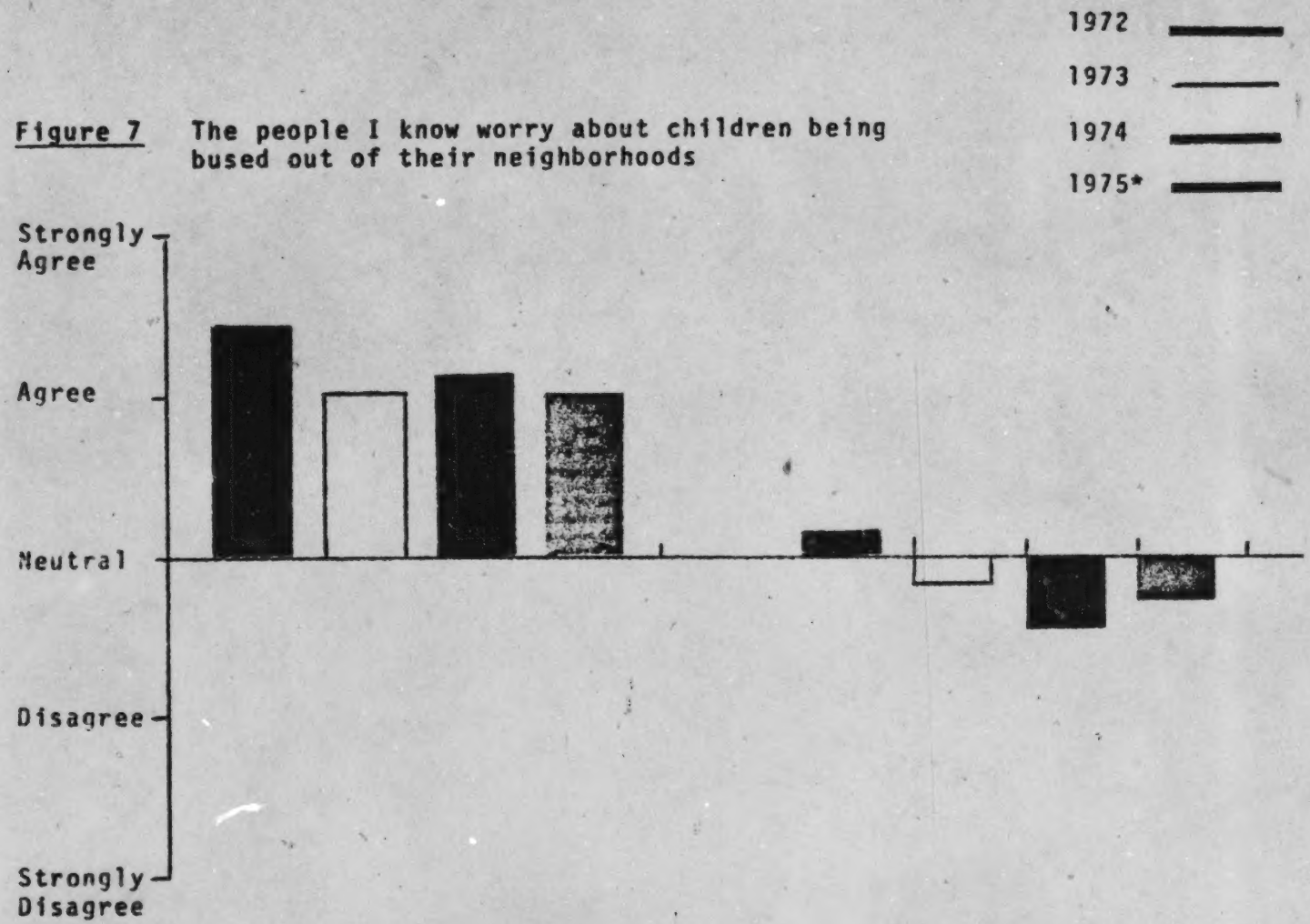
*1975 sample is a recontact of 1974 respondents (230 of 451 interviewed 1974)

BUSING HAS HELPED STUDENTS GET TO KNOW THOSE OF DIFFERENT RACES BETTER

	Total			Whites			Blacks		
	1973	1974	1975*	1973	1974	1975*	1973	1974	1975*
Strongly Agree	11.3%	12.5%	7.2%	8.1%	10.3%	5.8%	15.8%	17.3%	7.6%
Agree	55.7	52.3	51.6	45.0	37.6	37.2	71.1	71.3	80.2
Neither agree nor Disagree	13.4	6.8	8.1	18.5	8.7	9.5	6.3	3.5	4.5
Disagree	11.5	18.5	20.4	15.9	27.2	27.8	5.3	6.6	6.1
Strongly Disagree	8.0	9.8	12.7	12.5	16.1	19.7	1.6	1.2	1.6
Total	99.9%	99.9%	100.0%	100.0%	99.9%	100.0%	100.1%	99.9%	100.0%
Base Number	(461)	(438)	(221)	(271)	(242)	(137)	(190)	(167)	(66)

* 1975 sample is a recontact of 230 of 451 respondents in 1974

Figure 7 The people I know worry about children being bused out of their neighborhoods



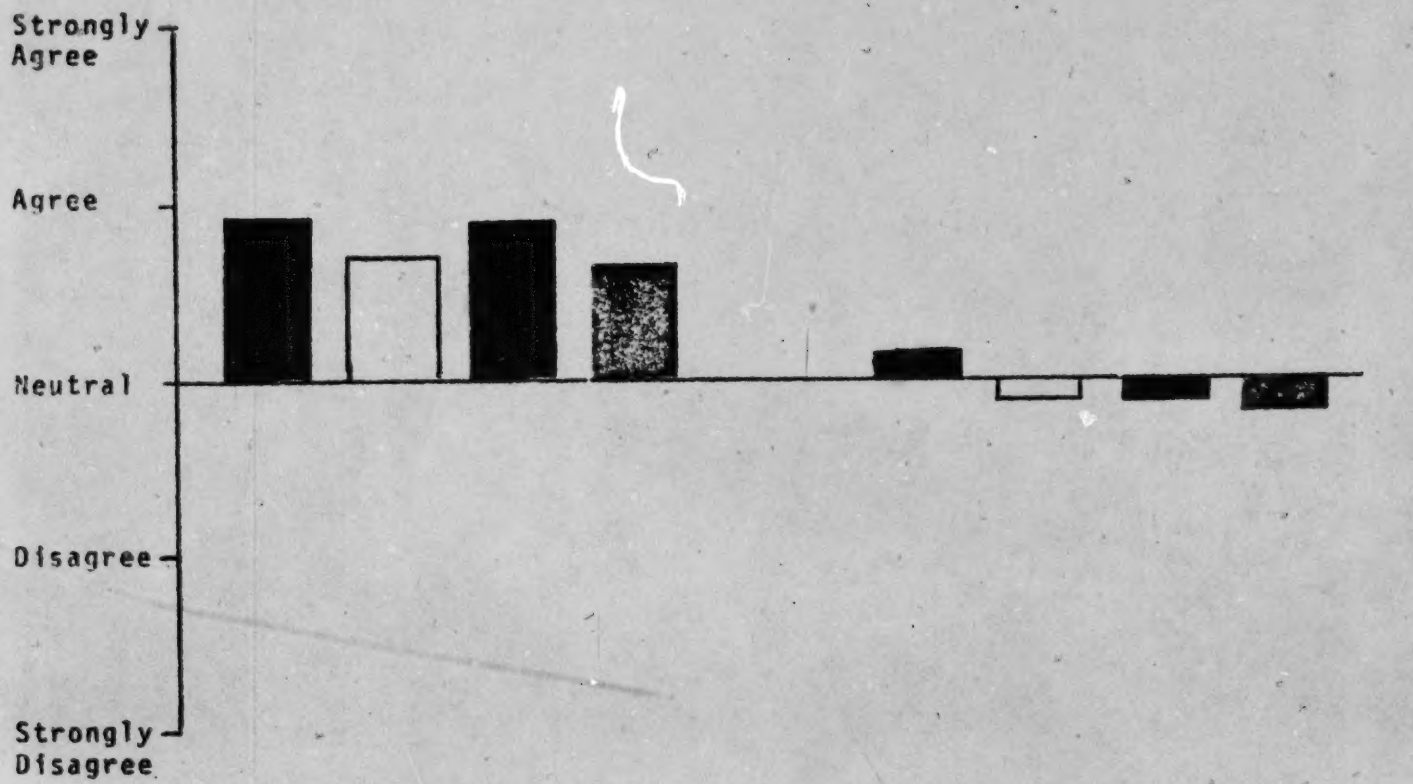
*1975 sample is a recontact of 1974 respondents (230 of 451 interviewed 1974)

THE PEOPLE I KNOW WORRY ABOUT CHILDREN BEING BUSED OUT OF THEIR NEIGHBORHOODS

	Total			Whites			Blacks		
	1973	1974	1975*	1973	1974	1975*	1973	1974	1975*
Strongly Agree	24.4%	28.7%	29.6%	34.3%	45.2%	42.4%	5.8%	5.4%	2.9%
Agree	39.1	37.0	35.8	44.5	43.1	39.6	34.0	23.8	23.9
Neither agree nor Disagree	10.8	2.0	7.5	9.1	1.6	3.6	13.1	2.4	17.9
Disagree	18.7	26.9	21.7	9.5	8.9	8.7	33.5	56.5	50.8
Strongly Disagree	6.9	5.4	5.3	2.6	1.2	5.7	13.6	11.9	4.5
Total	99.9%	100.0%	99.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Base Number	(491)	(443)	(226)	(274)	(248)	(139)	(191)	(168)	(67)

* 1975 sample is a recontact of 230 of 451 respondents in 1974

Figure 8 Some schools are not safe for students



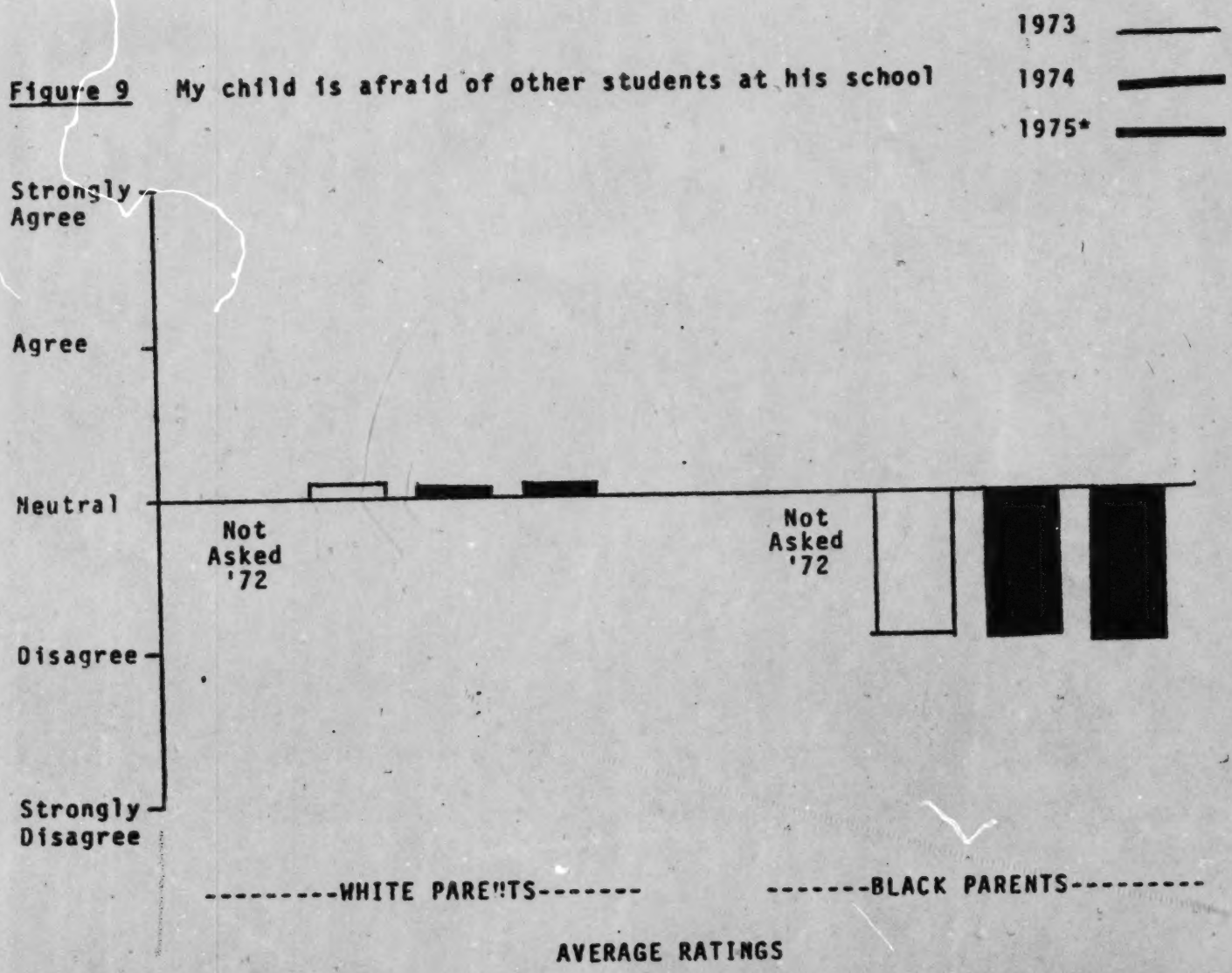
*1975 sample is a recontact of 1974 respondents (230 of 451 interviewed 1974)

SOME SCHOOLS ARE NOT SAFE FOR STUDENTS

	Total			Whites			Blacks		
	1973	1974	1975*	1973	1974	1975*	1973	1974	1975*
Strongly Agree	17.4%	17.1%	14.9%	23.7%	26.6%	19.0%	4.4%	3.7%	3.0%
Agree	39.4	43.7	45.0	41.1	48.1	53.3	35.9	34.1	28.8
Neither agree nor Disagree	14.9	11.6	9.9	15.2	9.9	5.8	16.0	14.9	19.7
Disagree	23.3	22.6	26.6	16.7	11.1	17.5	35.9	41.0	45.5
Strongly Disagree	5.0	5.0	3.6	3.3	4.3	4.4	7.7	6.2	3.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.9%	99.9%	100.0%
Base Number	(477)	(421)	(222)	(270)	(233)	(137)	(181)	(161)	(66)

* 1975 sample is a recontact of 230 of 451 respondents in 1974

Figure 9 My child is afraid of other students at his school



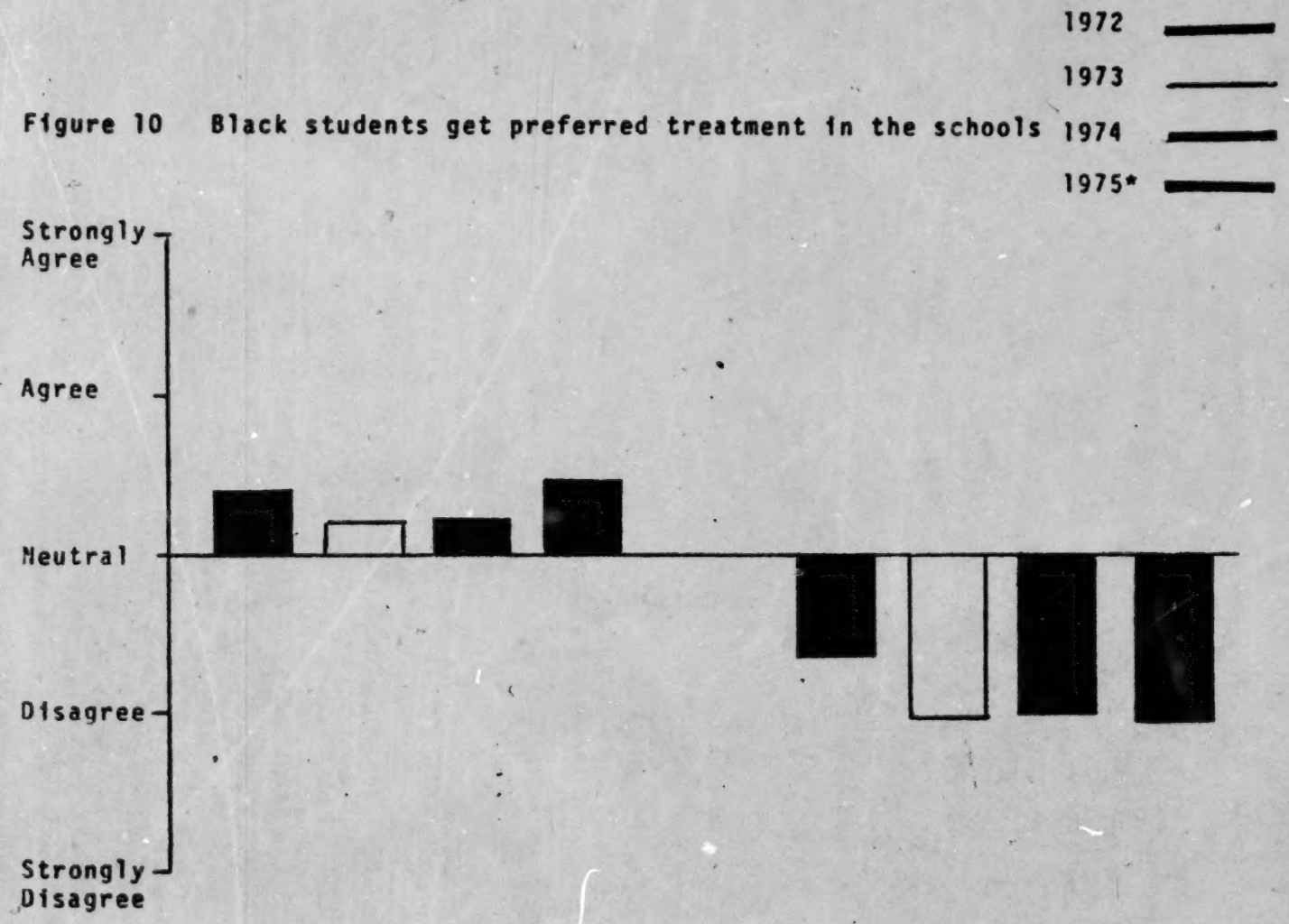
*1975 sample is a recontact of 1974 respondents (230 of 451 interviewed 1974)

MY CHILD IS AFRAID OF OTHER STUDENTS AT HIS SCHOOL

	Total			Whites			Blacks		
	1973	1974	1975*	1973	1974	1975*	1973	1974	1975*
Strongly Agree	8.7%	10.8%	11.7%	12.1%	17.1%	15.6%	1.6%	.6%	2.9%
Agree	24.2	21.8	27.9	33.7	30.5	36.9	10.4	5.9	4.4
Neither agree nor Disagree	8.3	3.1	4.8	10.3	4.1	6.3	5.7	2.4	2.9
Disagree	42.3	49.2	43.8	34.8	34.1	27.7	53.6	73.5	82.4
Strongly Disagree	16.5	15.1	11.8	9.2	14.2	13.5	28.6	17.6	7.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.9%	100.0%	100.0%
Base Number	(492)	(445)	(229)	(273)	(246)	(141)	(192)	(170)	(68)

* 1975 sample is a recontact of 230 of 451 respondents in 1974

Figure 10 Black students get preferred treatment in the schools



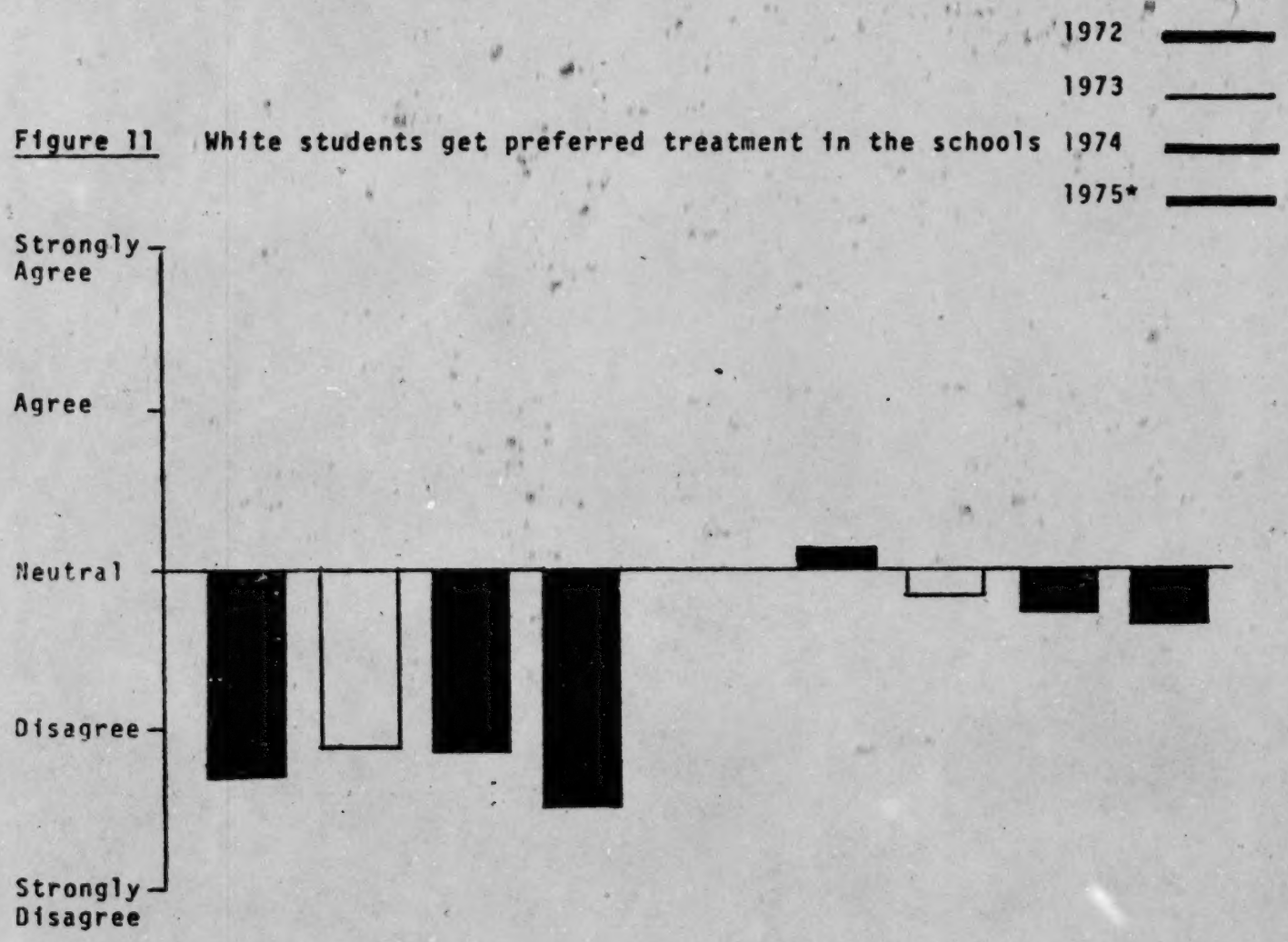
*1975 sample is a recontact of 1974 respondents (230 of 451 interviewed 1974)

BLACK STUDENTS GET PREFERRED TREATMENT IN THE SCHOOLS

	Total			Whites			Blacks		
	1973	1974	1975*	1973	1974	1975*	1973	1974	1975*
Strongly Agree	9.9%	9.8%	16.0%	16.5%	16.5%	23.8%	-0-	.6%	-0-
Agree	15.9	21.0	27.2	25.8	33.0	40.2	1.1	3.7	3.0
Neither agree nor Disagree	24.7	10.3	8.0	26.2	12.6	81.	20.0	4.3	9.1
Disagree	36.9	50.8	35.2	26.2	34.3	17.1	54.3	75.8	69.6
Strongly Disagree	12.7	8.1	13.6	5.2	3.5	10.5	24.6	15.5	18.1
Total	100.1%	100.0%	100.0%	99.9%	99.9%	99.7%	100.0%	99.9%	99.8%
Base Number	(466)	(419)	(213)	(267)	(230)	(134)	(175)	(161)	(66)

* 1975 sample is a recontact of 230 of 451 respondents in 1974

Figure 11 White students get preferred treatment in the schools



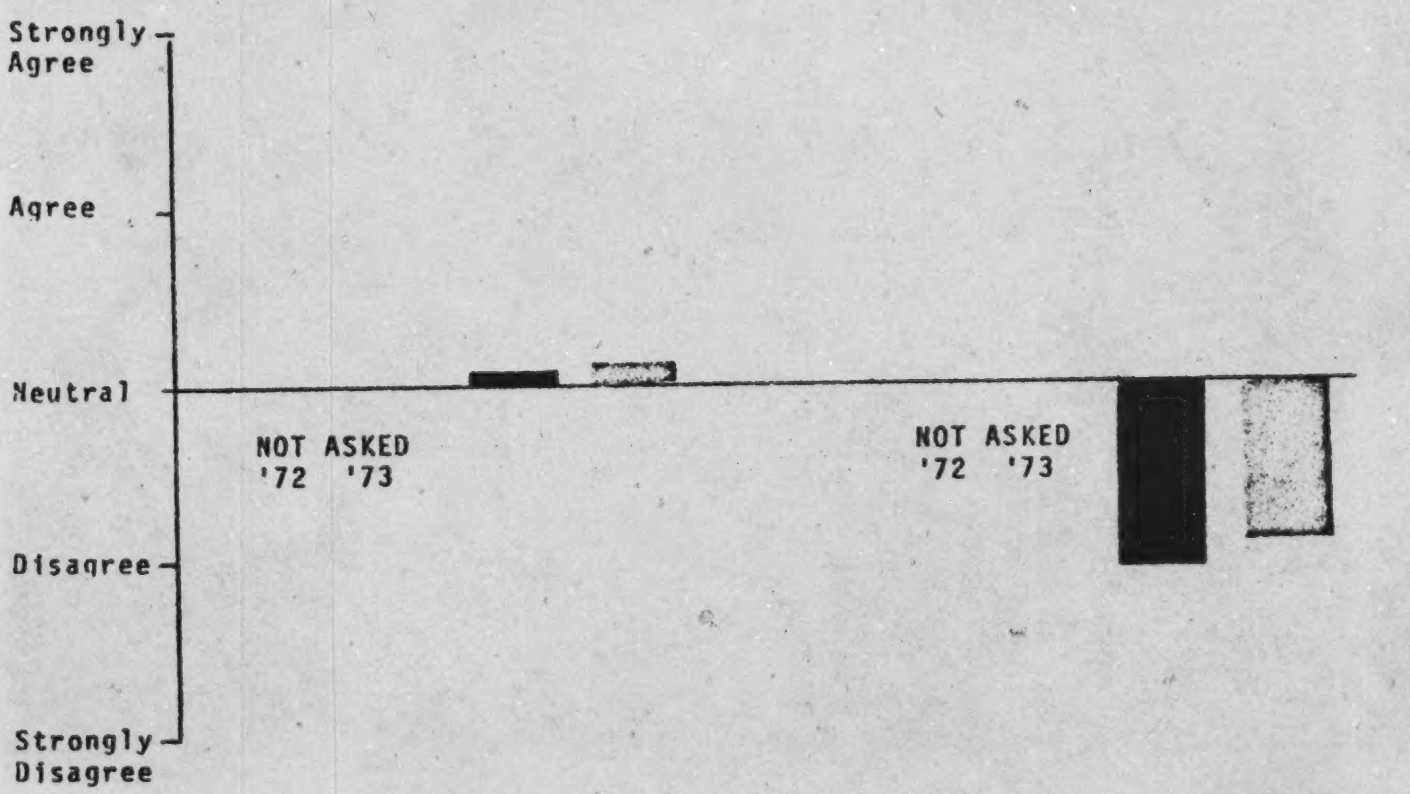
*1975 sample is a recontact of 1974 respondents (230 of 451 interviewed 1974)

WHITE STUDENTS GET PREFERRED TREATMENT IN THE SCHOOLS

	Total			Whites			Blacks		
	1973	1974	1975*	1973	1974	1975*	1973	1974	1975*
Strongly Agree	3.1%	1.7%	2.3%	0.0%	.8%	--	7.8%	2.8%	3.1%
Agree	9.6	11.9	6.8	1.9	2.5	2.9	21.2	23.8	14.3
Neither agree nor Disagree	17.8	11.2	11.5	13.0	5.4	2.9	25.1	18.1	31.7
Disagree	45.2	55.5	41.8	51.1	61.3	38.9	36.3	51.0	47.6
Strongly Disagree	24.3	19.7	37.6	34.1	30.0	55.1	9.5	4.2	3.1
Total	100.0%	100.0%	100.0%	100.1%	100.0%	99.8%	99.9%	99.9%	99.8%
Base Number	(449)	(412)	(218)	(270)	(240)	(136)	(179)	(143)	(63)

* 1975 sample is a recontact of 230 of 451 respondents in 1974

Figure 12 When schools are desegregated, the test scores of white students go down



*1975 sample is a recontact of 1974 respondents (230 of 451 interviewed 1974)

WHEN SCHOOLS ARE DESEGREGATED, THE TEST SCORES OF WHITE STUDENTS GO DOWN

	Total			Whites			Blacks		
	1973	1974	1975*	1973	1974	1975*	1973	1974	1975*
Strongly Agree	Not asked in 1973	4.2%	8.4%	--	6.8%	14.1%	--	--	--
Agree	--	21.1	24.0	--	33.3	33.0	--	3.8	9.3
Neither agree nor Disagree	--	15.5	14.3	--	19.3	16.1	--	7.6	13.0
Disagree	--	49.8	40.1	--	36.7	28.0	--	71.0	57.4
Strongly Disagree	--	9.3	13.2	--	3.9	8.9	--	17.5	20.4
Total		99.9%	100.0%		100.0%	100.1%		99.9%	100.1%
Base Number		(355)	(167)		(207)	(100)		(131)	(57)

* 1975 sample is a recontact of 230 of 451 respondents in 1974

For all of the agreement-disagreement statements charted in Figures 4-12, individual change scores were computed to compare the attitudes of the 230 parents re-interviewed this year with their same attitudes last year. The results show that attitudes have been very stable between this third and fourth year of busing for desegregation. Only in two cases is there a significant difference: (1) White parents perception that race relations in the Pontiac schools have improved this year have dropped. (2) Whites disagree more than they did last year that their students get preferred treatment in the schools.

While other differences are too small to be counted as real differences, not sampling error, there does seem to be a pattern that all change scores go in the same direction among both blacks and whites.

However, the overall findings of the previous charts and tables continue to hold true: White and black attitudes about the effects of busing for desegregation have stabilized over the past several years. There remain great differences between the perceptions of benefit in the black parent community and the negative-to-neutral attitudes of white parents.

Agreement or Disagreement Individual Change Scores*

Average individual change score 1974-75 of recontacted group (230) on 5-point scale (1=strongly disagree to 5=strongly agree)

Race relations in the Pontiac Schools have improved this year

	White	Black
1975	2.90%	3.71%
1974	3.22	3.77
Difference	-.32*	-.08

*Significant difference among whites at .05 level

Students are happier this year than last year

	White	Black
1975	2.74%	3.40%
1974	2.86	3.49
Difference	-.12	-.09

Differences not significant at .05 level

Busing has helped students get to know those of different races better

	White	Black
1975	2.82%	3.83%
1974	2.93	3.81
Difference	-.11	+.02

Differences not significant at .05 level

The people I know worry about children being bused out of their neighborhoods

	White	Black
1975	4.00%	2.66%
1973	4.11	2.40
Difference	-.11	+.26

Differences not significant at .05 level

Some schools are not safe for students

	White	Black
1975	3.62%	2.95%
1974	3.74	2.66
Difference	-.12	+.29

Differences not significant at .05 level

My child is afraid of other students at his school

	White	Black
1975	3.12%	2.20%
1973	2.97	1.94
Difference	+.15	+.26

Differences not significant at .05 level

Black students get preferred treatment in the schools

	White	Black
1976	1.29%	2.00%
1973	1.17	2.04
Difference	+.12	-.04

Differences not significant at .05 level

White students get preferred treatment in the schools

	White	Black
1975	1.52%	2.68%
1973	1.80	2.54
Difference	-.28*	+.14

*Significant difference among whites. They are disagreeing more that their students get preferred treatment.

When schools are desegregated, the test scores of white students go down

	White	Black
1975	2.74%	3.40%
1973	2.86	3.49
Difference	-.12	-.09

Differences not significant at .05 level

Some new questions were asked this year which have not been used in the past survey of parents. Agreement and disagreement with these, however, reinforces the pattern demonstrated in the earlier attitudinal statements. Blacks think busing for desegregation improves education and makes Pontiac a better community. Whites don't think it does.

Some additional attitudinal questions asked of parents, but not specifically related to the busing plan are shown as Appendix II.

Here are some statements people have made about the busing plan in Pontiac. Which of these statements do you agree with?

The busing plan will:	Whites			Blacks		
	I'd agree with that	I'd disagree with that	I'm not sure	I'd agree with that	I'd disagree with that	I"m not sure
Provide a better education for all students	14.8%	74.6%	10.6%	75.0%	17.6%	7.4%
Cause more fights between black and white students	69.0	19.7	11.3	17.6	75.0	7.4
Make Pontiac a better community	18.3	67.6	14.1	70.6	16.2	13.2
Hurt my child's chances for a good education	45.1	42.3	12.7	10.3	86.8	2.9
Lower standards of education	50.7	43.0	6.3	7.4	89.7	2.9
Help my child's chances for a good education	16.9	71.1	12.0	61.8	26.5	11.8
Increase understanding between black and white students	35.2	46.5	18.3	79.4	10.3	10.3

Will relations between blacks and whites be better or worse next year

Considering what is happening in the schools today, do parents perceive relationships of blacks and whites will be better, worse or the same next year? Nearly half of whites say things will stay the same, one-fourth think they will be worse and the rest say either better or that they don't know.

Blacks think relationships will be better. Their individual change scores show that compared to last year they are significantly more convinced next year will be better than this one.

The way things are going between blacks and whites in the schools, do you think things will be better or worse next year?

	Total	Whites	Blacks
Things will be better	36.5%	19.0%	72.1%
Things will stay same	33.9	45.1	11.8
Things will be worse	20.9	28.9	5.9
Don't know	8.7	7.0	10.3
Base Number	(230)	(142)	(68)

Average individual change score 1974-75 on 3-point scale (1=worse to 3=better)

	Whites	Blacks
1975	1.88%	2.76%
1974	1.96	2.59
Difference	-.08	+.27*

* Significant difference among blacks in thinking things will be better.

CHAPTER TWO: PERCEPTIONS OF EDUCATION

Pontiac parents are rating the Pontiac Public Schools as better today than one year ago. However, both years whites perceive that the schools were better 5 years ago while blacks anticipate they will be better in the future 5 years hence. Latinos perceive the schools were better 5 years ago -- as whites do -- but join with blacks in giving the schools higher ratings at present than whites do. Figures 13 and 14 show white and black ratings by the total samples in 1974 and 1975.

Figure 13 Judgment of the schools by white parents

Here is a picture of a ladder. Suppose that the top of the ladder represents the best possible schools for your children and the bottom of the ladder represents the worst possible schools. Where on the ladder do you feel the Pontiac schools:

Stand at the present time
Stood 5 years ago
Will stand 5 years from now?

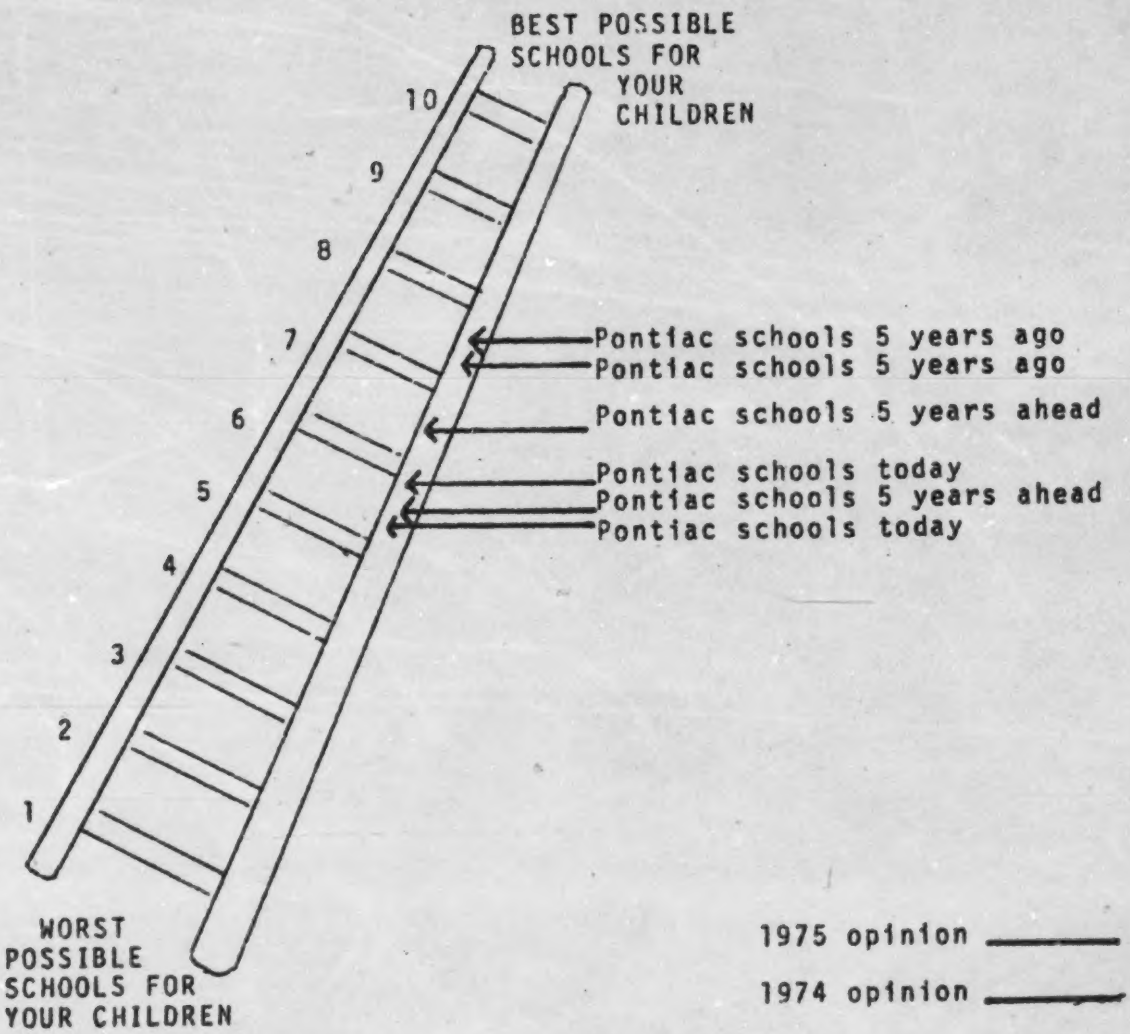
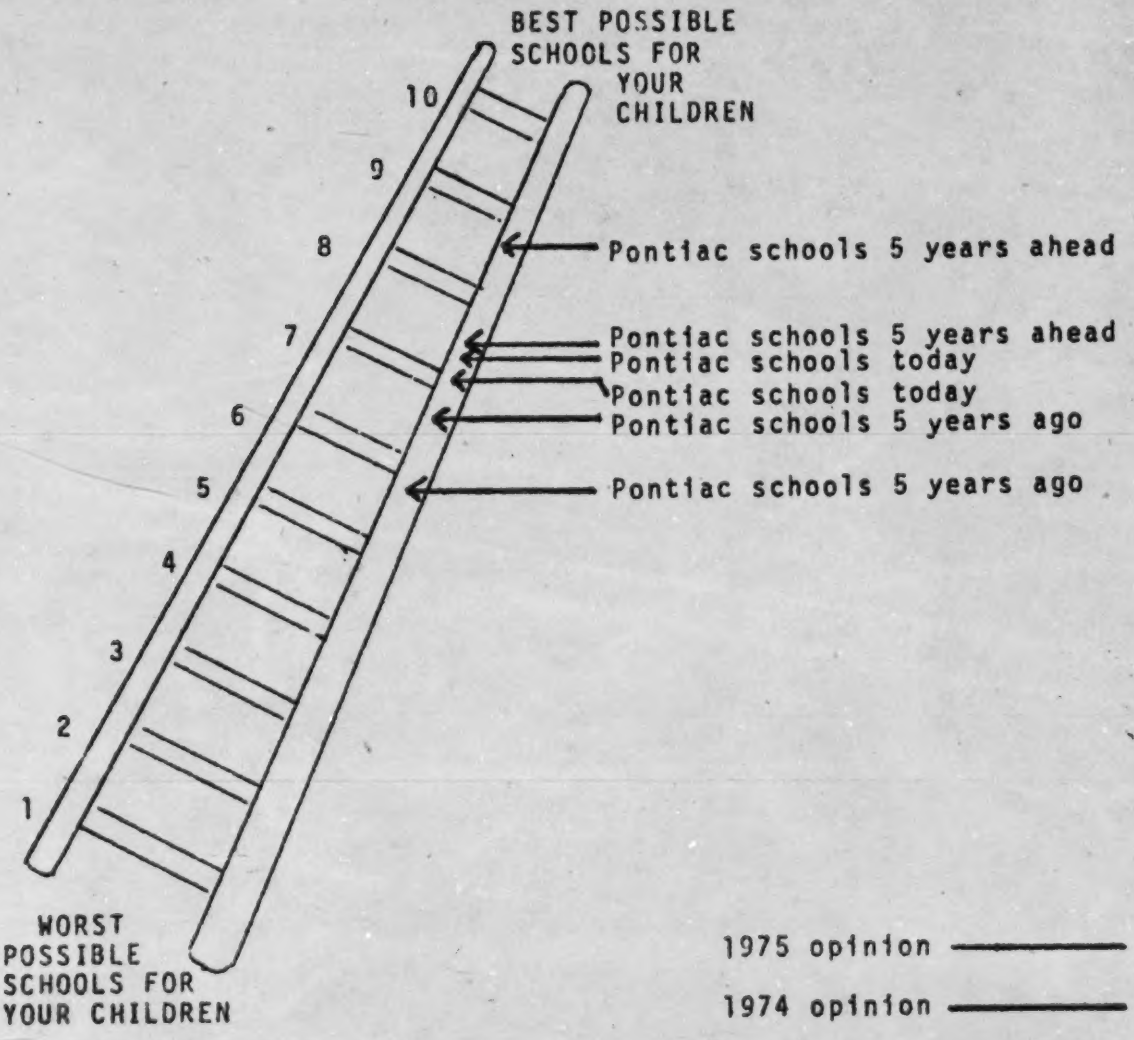


Figure 14 Judgment of the schools by black parents

Here is a picture of a ladder. Suppose that the top of the ladder represents the best possible schools for your children and the bottom of the ladder represents the worst possible schools. Where on the ladder do you feel the Pontiac schools:

Stand at the present time
Stood 5 years ago
Will stand 5 years from now?



Average Ratings on 10-Point Ladder from Worst to Best Schools

	Total			White			Black			Latino
	1975	1974		1975	1974		1975	1974		1975
Pontiac schools today	5.92%	5.66%	(+.26)	5.35%	4.97%	(+.38)	6.84	6.52	(+.32)	6.80%
Pontiac schools 5 years ago	6.33	6.65	(-.32)	6.82	7.07	(-.25)	5.02	6.04	(-1.02)	7.45
Pontiac schools 5 years from now	6.60	5.84	(+.76)	5.96	5.02	(+.94)	7.91	7.01	(+.90)	6.55
Base	(230)	(451)		(142)	(289)		(68)	(173)		(20)

Perceptions and Satisfaction with Pontiac Schools' Students, Teachers and Staff

Pontiac parents express general satisfaction with the overall education provided by their schools. Less than positive ratings, however, are given to the behavior of the students and the discipline policy of the schools by all parents. The parents give particularly high ratings to the treatment they as parents receive from teachers and the general school management by the principals. Black parents and Latino parents give consistently higher ratings in most areas than do white parents. Although mostly positive the ratings, given by the parents too, are consistently lower than those given in the 1974 study.

Parents of kindergarten and primary school children and parents of senior high school students give the highest ratings to the various educational characteristics overall. The parents of kindergarten and primary students give their highest ratings their treatment from teachers and their lowest to the behavior of the students.

Similarly, the parents of middle grade students (grades 4-6) and junior high school students (grades 7-9), also give their highest ratings to their treatment from their children's teachers and the lowest to the behavior of the students. Black parents, however, indicate a positive reaction to the behavior of 4-6 grade students, even though the rating is lower than the other areas.

White parents are especially negative about the behavior of 7-9 graders in the schools.

The highest ratings are given by black parents of senior high students, with the two aforementioned areas receiving the highest and lowest ratings among parents of both races.

Satisfaction ratings with aspects of education in the Pontiac Public Schools. (Ratings on a 1-5 scale from 1=very dissatisfied to 5=very satisfied. Average above 3 are positive)

					White Parents				Black Parents			
	Total	White	Black	Latino	K-3	4-6	7-9	10-12	K-3	4-6	7-9	10-12
Overall education	3.42%	3.13%	3.97%	3.70%	3.09%	3.08%	2.93%	3.08%	4.06%	3.88%	4.02%	4.23%
Quality of teaching	3.56	3.26	4.10	3.85	3.22	3.33	3.19	3.25	4.33	4.09	4.16	4.22
Behavior of students	2.45	2.26	2.79	2.65	2.29	2.29	2.02	2.44	2.79	3.15	2.98	2.81
Discipline policy	2.72	2.51	3.08	3.05	2.49	2.55	2.27	2.63	3.00	3.19	3.17	3.19
Ability of teachers to work with students of all races	3.46	3.32	3.63	3.89	3.31	3.45	3.27	3.29	3.53	3.71	3.63	3.72
Parental treatment by teachers	4.10	3.98	4.29	4.25	4.03	4.01	3.88	3.78	4.34	4.13	4.32	4.52
Management of schools by principal	3.71	3.70	3.84	3.35	3.77	3.67	3.54	3.63	3.88	3.68	3.73	3.83
Base:	(230)	(142)	(68)	(20)	(77)	(76)	(84)	(40)	(34)	(33)	(43)	(27)

In earlier studies, ratings of aspects of education were made separately by grade level. This year each parent was asked to make only one rating for each aspect of education, even if he or she had more than one student in the family in school.

It has been mentioned that ratings -- positive on education and negative on discipline/behavior -- have been declining. For comparison purposes, the range for prior years compared to this year's total scores (shown on previous table) are listed below.

		Range of Ratings by Total Sample		
	1975 Total Rating	1974	1973	1972
Overall education	3.4%	3.5-3.6%	3.6-3.8%	3.8%
Quality of teaching	3.6	3.6-3.9	3.8-4.2	3.7-4.0
Behavior of students	2.5	2.9-3.1	3.0-3.3	3.1-3.9
Discipline policy of Schools	2.7	3.0-3.3	3.2-3.6	2.7-3.4
Ability of teachers to work with students of all races	3.5	3.3-3.7	3.7-4.0	3.6-4.0

Academic Standards and Achievement

The majority (65%) of Pontiac parents feel that the academic standards in the schools have remained the same as a year ago. The majority of parents (52%) also feel that their children are achieving at the same level they were

last year. While black parents are undistinguished in their feelings toward the academic standards of the schools, they are more likely to feel that their children are achieving at a higher level today than they did last year.

Parents were also asked to describe the school experience of their oldest child. A third (31%) described their experience as "good," while another third (34%) described the experience of their oldest as "okay." "Bad" and "very bad" is the description given by 16% of the parents. More Latino parents (25%) and white parents (18%) described their child's experience negatively than did black parents (8%).

Do you think academic standards in the Pontiac Schools are higher this year than they were a year ago, about the same as they were, or lower than they were a year ago?

	Total	White	Black	Latino
Higher than a year ago	17%	13%	22%	20%
Same as a year ago	65	66	63	65
Lower than a year ago	13	16	7	15
Don't know	5	5	7	--
Total	100%	100%	100%	100%
Base:	(230)	(142)	(68)	(20)

Do you think the students in your family are achieving in school better than they did a year ago, or are not achieving as well as they did a year ago?

	Total	White	Black	Latino
Higher than a year ago	29%	24%	38%	30%
Same as a year ago	52	54	46	60
Lower than a year ago	14	19	7	5
Don't know	5	3	9	5
Total	100%	100%	100%	100%
Base:	(230)	(142)	(68)	(20)

Think for a moment about your oldest child now in public school. How would you describe his/her experience in school -- experience has been very good, good, okay, bad or very bad?

	Total	White	Black	Latino
Very good	19%	16%	25%	20%
Good	31	29	34	35
Okay	34	37	32	20
Bad	11	13	4	15
Very bad	5	5	4	10
Don't know	--	--	--	--
Total	100%	100%	100%	100%
Base:	(230)	(142)	(68)	(20)

Educational Issues

Whan a child performs poorly in school, home life is believed by a plurality of Pontiac's school parents to be the chief cause. Teacher's (17%) and the students themselves (15%) are next perceived by parents to be major sources of problems. Black parents are more inclined to place blame upon the child (22%) and less upon the teacher, than other parents, while Latino parents (45%) lean more heavily towards laying the blame on the child's home life and less on the child.

When some children do poorly in school, some people place the blame on the children, some on the children's home life, some on the school and some on the parents. Of course, all of these things share the blame, but where would you place the chief blame?

	Total	White	Black	Latino
On home life	39%	39%	37%	45%
Teachers	17	21	7	20
Children	15	13	22	10
School	7	10	2	5
Other	4	5	3	--
Don't know/Not sure	18	12	29	20
Total	100%	100%	100%	100%
Base:	(230)	(142)	(68)	(20)

Seventy-eight percent (78%) of the parents of Pontiac students believe that small classes make a great deal of difference in how children achieve or progress in school, while 15% indicate they feel it makes little difference. Black parents are less likely to feel that class size is a significant factor in the achievement of children than white or Latino parents.

In some school districts, the typical class has as many as 35 students; in other districts, only 20. In regards to achievement or progress of students, do you think small classes make a great deal of difference, little difference, or no difference at all?

	Total	White	Black	Latino
A great deal	78%	82%	66%	100%
Little difference	15	12	25	--
No difference at all	5	5	6	--
Don't know	2	1	3	--
Total	100%	100%	100%	100%
Base:	(230)	(142)	(68)	(20)

Pontiac parents are split in their attitudes towards homework. Forty-six percent (46%) of the parents feel that their children receive too little homework, while 45% feel that they receive about the right amount. Only 4% of the parents feel their children receive too much homework.

How much homework is (are) your child (children) given -- are they given too much homework, too little homework, or about the right amount of homework?

	Total	Whites	Blacks	Latinos
Too much	4%	4%	4%	--
Too little	46	44	46	55
About the right amount	45	47	43	40
Don't know/Not sure	4	4	7	5
Total	1-0%	100%	100%	100%
Number of Respondents	(230)	(142)	(68)	(20)

Comparing their children's education with their own, parents are split as to whether or not their children are receiving a better or worse education than they had received. Only forty-five percent (45%) expressed the feeling that their children are receiving a better education while 44% feel their children are receiving a worse education. A more positive perception is held by a majority (54%) of black parents who feel their children are receiving a better education than they received, but a plurality (47%) of white parents feel their children are receiving a lesser education than they did. A majority (50%) of Latino parents also feel that their children are not being as well educated as they were.

MARKET OPINION RESEARCH

As you look on your own elementary and high school education is it your impression that children today get a better or worse education than you did?

		Race			White Parents				Black Parents			
	Total	White	Black	Latino	K-3	4-6	7-9	10-12	K-3	4-6	7-9	10-12
Better	45%	40%	54%	45%	43%	40%	37%	40%	53%	61%	49%	70%
Worse	44	47	37	50	47	47	49	43	38	36	42	19
No difference	7	10	4	--	10	11	11	13	3	--	5	4
Don't know	4	3	4	5	--	3	4	5	6	3	5	7
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	(230)	(142)	(68)	(20)	(77)	(76)	(84)	(40)	(34)	(33)	(43)	(27)

College Expectations

Pontiac Parents of all races continue to hold unrealistically high hope of a college education for their children. An overwhelming 85% want their children to attend college. This figure has increased over that found last year.

A somewhat smaller number of parents (64%) feel that their children actually will attend college, but this number is still higher than the actual number of students who do go on to higher education from the Pontiac Public schools. More black parents (78%) than white parents (60%) and Latino parents(40%) feel that their children will actually go to college.

Do you want your child/children to attend college? (IF YES OR DEPENDS) Do you think your child will be able to go to college?

	Total	Whites	Blacks	Latinos
Yes	85%	82%	88%	100%
No	4	5	2	--
Depends on child's desire	11	13	10	--
Don't know	*	1	--	--
Will child be able to go to college?				
Yes	64	60	78	40
No	14	16	9	15
Don't know	23	24	13	45
Total	100%	100%	100%	100%
Number of Respondents	(230)	(142)	(68)	(20)

*Less than 1%.

By contrast, in a large blue-collar metropolitan Detroit suburban district, Market Opinion Research recently found 56% of parents wanting their children prepared for college and 40% wanting their children prepared for a job when they leave high school. This was closer to the actuality of post-high school experiences in that community than the Pontiac figures which have shown a extremely high college aspiration across all four years of parent studies.

CHAPTER THREE: PARENT INFORMATION SOURCES AND PARTICIPATION IN SCHOOLS

Information Sources

White and Latino parents find their own children, or other students, are their main source of information about the Pontiac Public Schools, but black parents mention School Newsletters more than their children.

White and black parents attribute the most accuracy to the source which is their first mention and their most often mentioned. That is, whites name word of mouth from children and blacks name School Newsletters as the most accurate source.

Though the sample size of Latinos is small for analysis, it appears they attribute more accuracy to school sources -- more of them name notices directly from the schools as the most accurate information and School Newsletters next for accuracy.

Nine out of 10 students at all grade levels bring home School Newsletters regularly. While 80% of all the parents who receive them find them helpful, black parents give them the highest mention for being helpful.

MARKET OPINION RESEARCH

Where do you get most of your information about the Pontiac Public Schools? (Multiple mentions allowed)

	Total			Whites			Blacks			Latinos	
	1975			1975							
	First Mention	All Mentions	1974	First Mention	All Mentions	1974	First Mention	All Mentions	1974	First Mention	All Mentions
Word of mouth from own children/Other students	26%	51%[1]	58%	30%	59%[1]	60%	19%	40%[2]	59%	20%	40%
School newsletters	19	37[2]	28	14	30[2]	13	27	53[1]	45	30	35[2]
Oakland Press	10	29	27	12	35	27	6	19	27	10	20
Word of mouth from other adults	10	24	20	13	32	25	6	9	14	--	10
Directly from school (not letters/notices)	11	22	NC	11	19	NC	9	24	NC	20	35[1]
Teacher conferences	8	19	36	6	18	23	12	21	55	10	20
School Scope (In Oakland Press)	2	6	9	--	1	8	7	13	9	--	15
Meetings	--	5	7	--	2	7	2	9	10	--	10
TV	--	4	4	1	4	1	--	6	6	--	--
Pontiac Times	--	3	2	--	2	--	--	1	8	--	5
Radio	--	3	3	1	3	--	--	3	8	--	--
Other newspaper	1	2	1	1	3	1	--	2	2	--	--
All other	10	15	9	11	17	7	12	15	12	5	5

[1]Consider most accurate source.

[2]Consider 2nd most accurate source

NC Not compared as 1974 included letters

Do any of your children regularly bring home a school newsletter?

	Total	Whites by Grade Level of Child				Blacks by Grade Level of Child			
		K-3	4-6	7-9	10-12	K-3	4-6	7-9	10-12
Yes	90%	91%	93%	88%	90%	91%	93%	88%	90%
BASE	(230)	(77)	(76)	(84)	(40)	(34)	(33)	(43)	(27)

How helpful are the newsletters to you in understanding what is going on at school?

	Total Parents	White Parents	Black Parents	Latino Parents
Very helpful	40%	35%	53%	35%
Somewhat helpful	41	42	38	45
Not sure/Don't know	8	7	6	10
Not helpful at all	11	16	3	10
BASE	(230)	(142)	(68)	(20)

High percentages of Pontiac parents claim to have looked at a newspaper in the past week, particularly The Oakland Press. While reported "looking at" figures runs somewhat higher than metropolitan area readership figures, they do show relationships. Namely, use of newspapers is similar among black and white parents and -- not unexpectedly -- somewhat lower among Latinos.

School Scope is published in The Oakland Press. While little mentioned as a top-of-mind source of information about the schools, newspaper "looking at" figures and circulation penetration figures in the city (% according to Audit Bureau of Circulation figures reported in Circulation '74) mean it does get School Scope into homes in the district. However, School Scope doesn't get the attention from parents which individual School Newsletters get.

Looked into Newspaper Last Seven Days

	Total	Whites	Blacks	Latinos
Yes	90%	91%	91%	75%
(IF YES) Which paper?				
Oakland Press	95	95	95	93
Detroit Free Press	16	19	8	13
Detroit News	8	7	11	--
Other	2	1	2	7
(IF YES) How often would you say you look at this newspaper?				
Everyday	76	77	79	60
1-2 times/week	13	13	10	20
Few times/month	3	2	2	10
Not stated	9	9	9	10
BASE	(230)	(142)	(68)	(20)

Contact From Schools

About 6 out of 10 parents have been contacted by someone from their child's (children's) school during the 1974-75 academic year. Most of these contacts were phone calls rather than personal visits. Far greater proportions of black and Latino parents have been reached than white parents (74% black, 80% Latino, 47% white).

The major sources of contacts are from individual teachers, followed by principals. Overwhelmingly, parents find the contacts helpful in understanding how the child was doing in school.

Since September has anyone from your child's school visited at your home?

	1975*				1974		
	Total	Whites	Blacks	Latino	Total	Whites	Blacks
Yes	13%	5%	21%	45%	17%	12%	20%
No/Don't know	87	95	79	55	83	88	80

Since September has anyone from your child's school called you on the telephone?

	1975*				1974		
	Total	Whites	Blacks	Latino	Total	Whites	Blacks
Yes	54%	46%	69%	65%	53%	48%	57%
No/Don't know	46	54	31	35	47	52	43

*1975 sample is a recontact of 230 of 451 1974 respondents.

	1975			
	Total	Whites	Blacks	Latino
Those visited or phoned by someone from school	58%	47%	74%	80%

(IF VISITED OR PHONED) Who were the people who contacted you from your child's school (Multiple mentions allowed)

	1975			
	Total	Whites	Blacks	Latino
Teachers	77%	75%	100%	19%
Principal	26	21	40	--
Counselor	14	9	8	--
Attendance Officer	5	9	2	50
Secretary	6	10	--	13
Name specific community relations worker	4	6	2	--
All others	12	15	6	13

(IF VISITED OR PHONED) Would you say these visits or conversations with people from your child's school helped parent understand better how their child is doing in school?

	1975			
	Total	Whites	Blacks	Latino
Helped parent understnad better how child does in school	78%	69%	86%	94%
Waste of time	8	9	6	6
Some of both	13	21	6	--
Not stated	1	1	2	--
BASE:	(133)	(67)	(50)	(16)

Parent Participation in Schools

Parent participation in school activities is similar across all racial groups. About 10% of parents feel they are more active than last year, the majority (55%) feel they are involved in school activities at the same level, and 1 in 5 (19%) are participating less.

Do you participate in school activites -- such as attending meetings and programs, talking with your child's/children's teacher, helping out at the school, etc.?

	Total	Whites	Blacks	Latinos
More than did last year	11%	11%	10%	10%
About the same as last year	54	56	47	55
Not as much as last year	19	18	15	35
Don't know	17	14	28	
BASE	(230)	(142)	(68)	(20)

Only 10% of parents have not been to their youngest child's school during the past year and one-third have been 5 or more times.

How many times have you been to your youngest child's school this school year for any reason?

	Total	Whites	Blacks	Latinos
None	9%	9%	7%	15%
1	7	9	4	--
2	25	20	29	40
3	13	15	10	5
4	10	11	6	15
5	7	7	7	5
6	7	8	9	--
7	2	1	6	--
8	4	3	4	5
9 or more	16	18	13	15
BASE	(230)	(142)	(68)	(20)

One measure of familiarity with a school system is knowledge of who the Superintendent is. Over half of Pontiac parents (52%) can correctly name Dana Whitmer. This is a very high recognition when compared with other individual awareness measures. In another large suburban metropolitan district in the area where this was measured recently, only 28% could name their Superintendent. In statewide measurement in Michigan, Market Opinion Research has found 49% of registered voters can name Senator Philip Hart, 46% can name Senator Robert Griffin and only 36% can name them both.

Can correctly name Superintendent of Pontiac Public Schools

Total	52%
Whites	53
Blacks	53
Latinos	40

When parents are asked about attending a monthly class at which they would be instructed on what they can do at home to improve their children's behavior and increase their interest in school work, the vast majority think such a class a good idea. The idea seems good to 75% of whites, 88% of blacks and 85% of Latinos. Such a high level of participation, of course, could not be anticipated in actuality if such a course were scheduled.

A suggestion has been made that parents of school children attend one evening class a month to find out what they can do at home to improve their children's behavior and increase their interest in school work. Is it a good idea or a poor idea?

	Total	Whites	Blacks	Latinos
Good idea	79%	74%	88%	85%
Poor idea	13	17	6	5
I'm not sure	8	9	6	10

Influence on Decision in the Pontiac Public School

A majority of white parents (61%) think they have no influence at all on decisions in the Pontiac Public Schools. A lesser proportion of blacks think they have no influence. Throughout the four years of parent surveys, blacks have consistently shown more feeling that they could affect decisions to some degree. Very few parents (3%) feel they have a great deal of influence.

How much do you feel you can influence decisions in the Pontiac Public Schools? Do you feel you have a . . .

	Total	Whites	Blacks	Latinos
1 = Great deal of influence	3%	1%	4%	10%
2 = Some influence	40	37	44	50
3 = No influence at all	56	61	50	40
Don't know	1	1	2	--
Base:	(230)	(142)	(68)	(20)

APPENDIX I

Demographic Comparison of
1974 Sample and 1975 Recontact Sample

	1974	1975
Total	100%	100%
	(451)	(230)
Mother's Highest Education Level		
Grade school or less	13	14
Some high school	35	34
Graduated high school	32	35
Post high school/Vocational/ Technical	2	1
Some college	13	9
Graduated college	2	2
Post graduate	1	1
Father's Highest Education Level		
Grade school or less	16	18
Some high school	20	27
Graduated high school	22	20
Post high school/Vocational/ Technical	2	--
Some college	8	9
Graduated college	2	1
Post graduate	2	1
Mother Employed		
Yes, full-time	31	39
Yes, part-time	11	8
No	51	50
Father Employed		
Yes, full-time	63	55
Yes, part-time	3	2
No	7	17

	1974	1975
Occupation of Head of Household		
Professional/Technical	6	4
Farm owners/Managers	--	--
Farm laborers/Foremen	--	--
Officials/Business owners/ Administrators	4	6
Clerical/Sales workers	6	7
Skilled craftsmen/Foremen	16	14
Operatives/Kindred workers	29	30
Service workers/Laborers	19	16
Unemployed/Laid off/On strike	5	9
Retired/Completely disabled	4	4
Housewives	2	9
Full-time students	--	--
ADC/Welfare	8	--
Sex		
Male	24	33
Female	76	67
Race		
White	55	63
Black	38	29
Latino	6	7
Other	1	1

Student proportion at time of sample selection (1974)
55
39
6

APPENDIX II

Additional Information on Parent Attitudes on Feelings of Influence and Alienation/Integration

Here are some general statements. Would you agree or disagree with them?

	Whites			Blacks		
	I'd agree with that	I'd disagree with that	I'm not sure/ Don't know	I'd agree with that	I'd disagree with that	I'm not sure/ Don't know
Everytime I try to get ahead something or somebody stops me	16%	82%	2%	37%	57%	6%
Good luck is more important than hard work for success	9	89	2	27	63	10
Black and white students should attend school together	63	20	17	91	3	6
Black people should have the right to live in any neighborhood they choose	72	17	11	97	3	--
White people should have the right to keep black people from moving into their neighborhoods	18	68	14	2	97	1
America would be a better country if all neighborhoods were racially mixed	35	34	31	82	9	9
Education is of no help in getting a job today	8	88	4	12	82	6
People like me don't have much of a chance to be successful	11	82	7	25	68	7

CHAPTER FOUR: PONTIAC AS A COMMUNITY

Nearly half of parents really prefer living in Pontiac to anywhere else. Another quarter like Pontiac but would just as soon live elsewhere.

Which of the following statements comes closest to your feelings about living in Pontiac?

	Total	Whites	Blacks
5 = I really like Pontiac and wouldn't mind staying here all my life	47%	54%	40%
4 = I like Pontiac, but I'd just as soon live somewhere else	30	21	41
3 = I'm not sure	2	2	4
2 = I don't like Pontiac too well and hope to live somewhere else some day	13	14	9
1 = I really hate Pontiac, I would like to get out	8	9	6
	100%	100%	100%
BASE:	(230)	(142)	(68)

About 12% of parents expect to move out of the school district in the next year. This is the same level as for the past several years and is equal for job changes/better housing and for school/busing-related reasons.

Do you expect to move out of the Pontiac School District during the next year?

	Total	Whites	Blacks
Yes 1974	15%	22%	5%
Yes 1975	12	16	6
(If expect to move) Why? (1975)			
Job change or transfer	11	9	25
To get larger/better living quarters	18	17	--
To get smaller living quarters	--	--	--
To get better schools	4	--	25
To get schools not integrated by busing	25	30	--
Other	18	13	50